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ABSTRACT

This report discusses the 1970-71 school year Latin FLES program in the School District of Philadelphia which more than 4,000 fourth, fifth, and sixth grade pupils received 15 to 20 minutes' daily instruction in Latin from Latin teachers who served several schools. Primary objectives of the program were: (1) to introduce children to basic Latin structure and vocabulary, (2) to extend the English vocabulary of children through the study of Latin roots and affixes, and (3) to acquaint children with classical culture and its influence on the present. The achievement of pupils in these three areas was measured by criterion-referenced tests which contained items on Latin structure, classical culture, and English vocabulary. The 1971 V (Vocabulary) subtest of the Iowa Tests of Basic Skills was used to compare pupils who had studied Latin with those who had not. Results of the survey are discussed with statistical data. Appendixes contain: (1) sample principal's questionnaire, (2) cooperating teacher's evaluation form, (3) pupil's questionnaire, (4) parents' questionnaire, (5) cultural information test, (6) word power game, and (7) an oral Latin test. (RL)

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EVALUATION OF THE ELEMENTARY SCHOOL (FLES) LATIN PROGRAM 1970-71

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THE SCHOOL DISTRICT OF PHILADELPHIA

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SUMMARY

In 1970-71 over 4,000 4th, 5th, and 6th grade pupils in 85 elementary schools in the School District of Philadelphia received 15 to 20 minutes' daily instruction in Latin from itinerant Latin teachers who served several schools. The teachers used new multisensory instructional materials prepared by the Division of Foreign Languages, Instructional Services, School District of Philadelphia.

The primary objectives of the program were:

1. to introduce children to basic Latin structure and vocabulary;
2. to extend the English vocabulary of children through the study of Latin roots and affixes;
3. to acquaint children with classical culture and its influence on the present.

The evaluative study, conducted by the Division of Instructional Research, showed that the program had achieved its goals.

The achievement of pupils in the three goal areas was measured by criterion-referenced tests which contained items on Latin structure, classical culture, and English vocabulary. The 1971 V (Vocabulary) subtest of the Iowa Tests of Basic Skills was used to compare pupils who had studied Latin with those who had not. Questionnaires were administered to pupils, parents, principals, and classroom teachers of the pupils where the Latin teachers operated in order to assess their reactions to the program.

The three major findings of the evaluation were:

1. Performance of Latin pupils on the Iowa Vocabulary subtest was one full year higher than the performance of matched control pupils.
2. Latin pupils achieved mastery of the course content in Latin language skills, knowledge of classical culture, and English vocabulary.
3. The survey of pupils, parents, principals, and classroom teachers of the pupils where the Latin teachers served showed that the Latin program had wide acceptance and support.

EVALUATION OF THE ELEMENTARY SCHOOL
(FLES) LATIN PROGRAM 1970-71

The elementary school (FLES) Latin curriculum was designed to provide the opportunity for all children to learn Latin and become acquainted with classical culture in order to understand how their own language and culture evolved.

The primary goals of the curriculum were:

1. to extend the English verbal functioning of children especially through vocabulary building based on Latin roots;

2. to broaden the cultural horizons of children especially through comparing and contrasting the classical civilization with our own;

3. to enable children to understand and speak Latin within its cultural framework and later to read and write Latin.

The secondary goals were:

1. to improve the self-concept of children by giving them the opportunity to study a subject with which they might not otherwise identify;

2. to develop an appreciation of the relationship between Latin and other languages, especially the Romance languages;

3. to encourage interest in children in the study of the Humanities.

There were two locally-developed curriculum guides used in the FLES Latin program:

1. How the Romans Lived and Spoke (Romani Viventes et Dicentes): A Humanistic Approach to Latin for Children in the Fifth Grade

2. Voces de Olympo (Echoes from Mt. Olympus): A Humanistic Approach to Latin for Children in the Sixth Grade

The curriculum guides detailed the basic principles to be followed by all FLES Latin Teachers. The principles were as follows:

1. The Latin course must be geared to meet the needs of all pupils.
2. Lively, dramatic, enthusiastic, multisensory presentations that fully involve the children must be used.
3. The Latin language must be presented audio-lingually, i.e., oral mastery must precede any reading and writing.
4. The direct method of language teaching (i.e., communicating meaning through visual cues, gestures, and intonation rather than through English) must be employed.
5. Formal grammatical terminology must not be taught.
6. There must be strong emphasis on building the vocabulary of the children by relating English words to their Latin roots and affixes.
7. Comparing and contrasting antiquity with the present and tracing the impact of the classical past on the world of today must be emphasized.

The curriculum guides divided the course content into lectiones. Each lectio was a 20-minute segment of instruction for an average class. The guides suggested what was to be taught in each lectio and how it might be taught.

Typically, each unit in the curriculum guides contained the following elements:

- Latin dialogue elicited via uncaptioned visual cues. These cues were large line drawings showing appropriate scenes from Roman life and mythology.
- Cultural work connected with the Latin dialogue.
- Games and playlets reinforcing the utterances in the dialogue.
- Latin songs. The Latin songs in the fifth-grade course are musical renditions of portions of the dialogues. The Latin songs in the sixth-grade course are actual stanzas or lines from classical and medieval Latin poetry related to the cultural theme of the unit.
- Latin mottoes and quotations connected culturally or lexically to the rest of the unit.
- English derivative work involving Latin lexical items presented in the unit. The reading and writing of new English words is postponed until thorough oral control has been acquired.
- A Unit Review.

During the 1970-71 school year Latin was taught to over 4,000 children for 15 to 20 minutes daily in 85 elementary schools by itinerant or traveling Latin teachers who came into the regular heterogeneous 4th, 5th, and 6th grade classes. The program operated in the 8 administrative districts of the School District with the greatest concentration of service in the inner-city areas. Each itinerant Latin teacher received pre-service and in-service training. Each teacher was provided with a multisensory instructional kit which included visual cues, tapes, filmstrips, films, and a map. The program was supervised by the Division of Foreign Languages, Instructional Services.

This report attempts to assess the impact of the Latin program in three ways:

- It evaluates the perceptions of the program by four major groups involved: pupil participants, host teachers, host principals, and parents of pupil participants.
- It evaluates the mastery of curriculum materials through a cultural information test, a "Word Power Game" designed to assess knowledge of the English materials taught via the Latin, and an oral test of spoken Latin.

- It explores the effectiveness of the Latin program in teaching vocabulary through changes in the performance of pupils on the vocabulary subtest of the Iowa Tests of Basic Skills.

Method

Survey of Principals

Instrument. A copy of the questionnaire designed to assess principals' perceptions of the FLES Latin program appears in Appendix I. It was designed to assess whether the program, in the principals' opinions, was attaining its aims, whether the principals had received any feedback from parents, teachers or pupils bearing on the quality of the program, and whether the program should be extended to other pupils in the school. It provided two kinds of data. Simple yes - no data permitted easy quantification of the principals' reactions. After each question, space was provided for the principal to qualify or explain his answer if he wished.

Subjects. A total of 85 questionnaires were mailed, one to the principal of each of the elementary schools where the program was operational.

Procedure. Principals of host schools where the Latin program was operating received copies of the questionnaire and cover letters written over the signatures of the Latin Curriculum Specialist, the Associate Superintendent for Instructional Services, the Executive Assistant for Field Operations, and the Director of Foreign Languages. This letter instructed the principal to return the form to the senior author. The questionnaires were mailed in March, and most were returned in April.

Analysis. The reactions of the principals were tabulated and a condensation of the comments were made.

Survey of Cooperating Teachers

Instrument. The questionnaire used to assess the cooperating teachers' perceptions of the program is shown in Appendix II. It is substantively the same as that sent to the principals, with minor modification to make it appropriate for the respondent group.

Subjects. Every teacher whose class received instruction from an itinerant FLES Latin teacher received a questionnaire. The number was 111 teachers.

Procedure. The questionnaires were sent to teachers in the same manner as that employed in the principals' survey, with a nearly identical cover letter.

Analysis. Data analysis was similar to that of the principal questionnaire.

Survey of Pupils

Instrument. The pupil questionnaire is shown in Appendix III. The first three items attempt to assess how much the pupils like the Latin program. Items 4 and 5 combined are an attempt to assess the relative appeal of the

program activities for the pupils. The questionnaire also asks pupils to indicate any way they think the program could be improved. These questionnaires were anonymous.

Subjects. All pupils present on the day when the teacher administered the questionnaire participated in this program phase. The pupils were in a total of 18 classes. The classes were selected by the evaluator without prior knowledge of any conditions except that (a) only one class from each school received the pupil questionnaire, and (b) only one class from those taught by a given teacher completed the questions.

Procedure. The Latin teacher was asked to describe the questionnaire and have each pupil complete and return it. The data was collected in May, 1971.

Analysis. The frequency of the responses made by the pupils to each question was tabulated.

Parents' Questionnaire

Instrument. The questionnaire sent to parents is shown in Appendix IV. It was designed to assess whether there was any carryover of the Latin school activities to the home, especially for three program goals: use of new English vocabulary, use of the Latin language, and use of cultural concepts. It also asked parents to indicate whether they would like to have their children continue studying Latin, and provided opportunity for them to comment. The questionnaires were anonymous.

Subjects. Pupils in 15 classes were given questionnaires to take home. They were selected in the same manner that was used to select pupils for the pupil questionnaire, except that no class was selected for both instruments.

Procedure. The classroom teacher was asked to distribute the questionnaires to his pupils. When they were completed, the pupils returned them to the school. Teachers forwarded them to the evaluator.

Analysis. The frequency of pupils' responses were tabulated.

Latin Culture Test

Instrument. The culture test is shown in Appendix V. It consists of two parts, instructions for the teachers and a student answer sheet. All the items appearing on the test are taken from the first year (5th grade) course of study, and constitute a sample of major facts and concepts which the pupils should have if they succeeded in mastering the culture curriculum for the first year of study (5th grade). The test was designed so that pupils with "adequate" mastery should score at least 75%, and pupils doing minimally passing work should be able to score about 60% correct.

Subjects. As with other tests, 21 classes were chosen at random for inclusion in the testing within the following limitations: no class assigned to one of the foregoing measures was used, no more than one class taught by a teacher or in a school was chosen, and all classes selected for this measure were fifth grades, completing the first year of the program. In this manner, 467 pupils were examined.

Procedure. The test was administered by teachers to their class on a given day near the end of May,1971. Teachers were told that the project curriculum specialist or evaluator would visit schools to monitor the testing. Three classes were observed. Other teachers reported that they followed the instructions explicitly.

Analysis. Results of this testing were keypunched and analyzed using QUICKSCORE, a proprietory program owned by the University of Pennsylvania which gives the fraction of examinees who knew the right answer to each question and a correlation coefficient (ϕ) showing how well the selecting of the correct answer was correlated with scoring high on the test. Finally, the output includes a frequency distribution showing the score earned by each pupil.

Word Power Game

Instrument. Appendix VI shows the Word Power Game, a test designed to assess pupils' mastery of English skills. It is in two parts, instructions for the tester, and an answer sheet for the pupils to complete. The first nine items (Item 1 is a sample) check the pupils' knowledge of English derivatives and cognates actually appearing in the program. Items in the next group are based on English vocabulary not taught directly in the program, but derivable from Latin roots and affixes. They were chosen because they were believed not to be part of the vocabulary of the majority of pupils in the program. The last page contains five items which are based on the material included in the program, but differ from earlier ones because the pupil is required to read the item itself.

Subjects. All pupils enrolled in the 21 classes selected for administration of the test and present on the testing date were included. The number of pupils examined totaled 499. The classes were selected in the same manner as that used to select participants in the cultural information tests -- 21 fifth grades were selected at random by the project evaluator within the following limitations: (a) no more than one class was selected from any one school, (b) no more than one class was selected from among those taught by any one teacher, and (c) classes selected did not participate in any other testing program as part of this project.

Procedure. The Latin teacher administered the tests to his class in accordance with the instructions on the instruction page during the May testing period. The teachers were told that the curriculum specialist or evaluator would visit some classes during the testing. Two classes were monitored.

Analysis. The results from the Word Power Game were keypunched and analyzed using the same QUICKSCORE program which was used to analyze the culture test results.

Oral Latin Test

Instrument. The oral Latin test is a criterion-referenced instrument designed for individual administration. The test is shown in Appendix VII. All of the material appearing in the test is taken directly from the course of study or the visual aids (flash cards, etc.) designed for use with it. The first two items require that the pupil respond to the aural stimulus of the

tester's utterances. The next six items require the pupil to respond to utterances with the prompting of a visual cue. The last item requires that the pupil complete singing a song, "Ardet Roma," after the tester sings the first phrase. To earn a correct score, the entire performance (words, not tune) must be correct.

Subject. Nine classes were selected at random by the evaluation staff. Seven were fifth grades, two were sixth grades being exposed to the first year of program material. Five pupils were selected at random, using a random number table, from those present the day the test was to be administered. Pupils from one school (a sixth-grade class) were taught primarily second-year curriculum by the teacher, although they were scheduled to receive instruction in the first year's materials. This class was excluded from data analysis.

Procedure. A member of the research staff and the curriculum specialist for the Latin program worked as a team to administer these tests. The curriculum specialist gave the test. The research staff member recorded pupil responses.

Analysis. As the number of cases was small, and the items were directly out of the curriculum materials, a simple analysis showing the mean and standard deviation of the test and the difficulty of each item was provided. This analysis was computed by hand.

Iowa Test

Instrument. The effect of the Latin program on the pupils' growth in vocabulary and reading skills was assessed by examining change in pupil performance on the Iowa Tests of Basic Skills, Vocabulary (V) subscale. This test is administered to virtually all pupils in the upper elementary grades of the school system as part of the annual assessment.

Subjects. The selection of subjects was designed to make the test a fair yet sensitive measure of pupil performance. The subjects in the Latin group were the same pupils as those selected for the oral Latin test described above.

A control group was obtained in which pupils matched the Latin group on 1970 Iowa test V score, grade level, and neighborhood. The "neighborhood" variable ruled out the effects of socioeconomic status and the effects of local district reading programs which had been initiated throughout the city.

This neighborhood control was obtained by finding the elementary school closest geographically to the school with the Latin program and in the same local district which did not offer the subject. Since the size of the homogeneous neighborhoods is relatively large when compared to the size of the area served by a school, this served as a rough control over socioeconomic factors also. Within each pair of schools, each subject was matched with a control subject in the same grade, and who had earned the same grade-equivalent score on the V scale of the Iowa test in 1970. This procedure yielded 34 pairs of pupils.

Procedure. The test scores used in determining whether the Latin program affected the V scores were those obtained during the regular Spring 1971 test administrations. The tests believed to have been administered on both occasions by the regular classroom teachers in accordance with the test instructions. Teachers and pupils were not aware that these data would be used for this program assessment.

Analysis. Analysis of variance of grade-equivalent scores was used to assess the differences in Vocabulary as measured by the Iowa test. As pupils in Latin and control groups were matched on the Spring 1970 (preprogram) vocabulary score, analysis of the vocabulary growth was carried out using the Spring 1971 data only.

To avoid violation of the assumption of independence of subjects, the class-sample means were used in the data analysis, rather than individual pupils' scores. To maximize the sensitivity of the statistical tests, a correlated-measures analysis was used, with the matched school pairs treated as the analysis units. Alpha was set at $p < .05$.

Results

Principal and Teacher Evaluation

The results from the survey of principals and cooperating teachers are shown in Table 1.

Of the 85 principals surveyed, 59 (69%) returned questionnaires to the evaluation staff. Responding principals were overwhelmingly positive in their perceptions of the program functioning in their school. Agreement was greatest (97% responding yes) in their observation that children seem to enjoy the program. A few principals indicated that they believed that there were a few children who were not enjoying the Latin instruction. As shown on the table, other items observable in the school (numbers 1, 2, 3, 4, and 6) received positive responses from between 86% and 93% of the respondents.

The items which required the principals to focus on their values or required contact with people outside the school obtained more variable responses. Sixty-six percent stated that they had favorable feedback from parents, but of the 34% who stated "no" or had not indicated an answer, most noted that they had not received feedback one way or the other. Only one indicated concern on the part of parents, and that was "at first." The cluster of the last three items (8, 9, and 10) suggests that most principals (90%) would like the program to continue in their schools, slightly fewer thought it should be expanded to other 5th and 6th grades in their schools, and bare majority (53%) felt that it should be available to all 5th and 6th classes. Usually the principals responding negatively to expansion and who had commented, indicated that another priority--reading--took precedence for the slowest groups of pupils, although rostering and other operational problems were cited.

The responding principals made comments which were not tied to a specific question. While many principals noted the excellence of the materials used, at least four felt that more could be available, especially workbooks or texts for the children to use (one said that it might also be useful for the cooperating teacher to have the materials so that lessons could be coordinated). Four principals raised complaints about specific teachers; one called the teacher

Table 1. Responses of Principals and Cooperating Teachers to Questionnaires

Question	Principals, (N=59) %Yes	%No	Don't Know or Mixed Feelings	Teachers', (N=86) %Yes	%No	%NA
1. Program Successful?	92	7	2	98	2	0
2. Expanded English Vocabulary?	86	5	8	95	3	1
3. Broadened Cultural Horizons?	93	2	5	95	3	1
4. Instructional Materials interest Pupils?	92	2	7	90	3	1
5. Pupils seem to enjoy program?	97	2	2	92	2	7
6. Favorable feedback from teachers?	86	8	5	49	44	6
7. Favorable feedback from parents?	66	29	5	55	38	7
8. Program be continued?	90	5	5	93	6	1
9. Available to more 5th & 6th grades.	76	15	8	71	15	14
10. Available to all 5th & 6th grades.	53	37	10	55	35	10

"boring," two noted unexpected lateness and frequent absence of the Latin teacher, and one noted that the teacher had poor class control.

One point raised by the several principals was the outstanding quality of the assembly programs or posters prepared by Latin classes, with some respondents indicating that parents who saw them were surprised at the competence of their own children.

Also shown in Table 1, cooperating teachers' reactions were highly favorable and were remarkably similar to those of principals, with only one major difference: Teachers reported much less favorable feedback from colleagues. This is, of course, to be expected, in that those cooperating teachers (whose evaluations have been quite positive) are among those who provided some of the favorable feedback that principals reported. Nevertheless, nearly half reported favorable reactions from colleagues. The comments made by teachers again paralleled those of the principals--plays, songs, and films received favorable comment, but some cooperating teachers felt that more instructional materials were needed. Indication that other teachers would like the program appeared. Many favorable comments were made on the personality, enthusiasm, and conscientiousness of the Latin teachers, but one teacher was singled out for complaint. As with the principals, many teachers felt that low-reading-skill pupils ought to be excluded, with the time used for additional instruction in that area.

Parents' Questionnaire

Parents' questionnaires were provided for 15 classes. The teachers of 12 of these classes forwarded questionnaire packets to the researcher, for a total of 195 questionnaires. Nearly every respondent answered each of the substantive questions (4, 5a, 6, 7, 8, 9) with each question receiving between 177 and 193 responses. The results are shown in Table 2. The first item (4) was designed to assess whether the program seemed "relevant" to the children; this would be indicated by children discussing Latin when at home. Most parents (87%) reported that the children did discuss Latin with them at home. The next two items (5a and 5b) were designed to assess whether the program had any impact on English usage of the participants of the program. The results suggest that over half of the pupils mentioned learning new English words, and slightly under one-half had actually used them. The next two items were designed to see if the learning of a classical language would carry over into the daily speech of pupils. Again, about half of the parents reported that the children used such phrases in the home and elsewhere. The next item (8) was designed to see if there was any carry over of the cultural material to the pupils' life outside the classroom. Just under half of the parents reported that there was, that pupils talked about Roman and Greek influences.

The last closed-response item on the questionnaire was designed to ascertain the general level of the program by assessing the number of parents who would like to have their children continue. A resounding 88% indicated that they would like their children to continue with Latin.

The open-ended question which concluded the questionnaire received primarily positive responses. Fifty responses indicated that parents liked the program, thought it was interesting, and wanted their children to continue in it. Seven parents wished the time were spent on something "more useful" -- a modern language or improving English skills. In contrast to

principals and teachers, only one parent responded that Latin should be a program for high-ability pupils.

Table 2. Parents' Questionnaire Responses (N = 195)

Item No.	No. of Respondents	Percent Yes	Percent No
4. Talks about Latin	193	87	13
5a. Mentions learning new English words	185	65	35
5b. Uses new English words	177	48	52
6. Uses Latin phrases at home	192	65	35
7. Uses Latin-phrases other places	184	47	53
8. Talks about Roman and Greek influences	190	41	59
9. Would like your child to continue Latin next year	184	88	12

Pupil Questionnaire

Five hundred twenty-two pupil questionnaires were returned from 21 classes. The responses of the pupils are shown in Table 3. About half of the pupils liked Latin as much as most subjects. Among the others, three out of four felt that Latin was liked better than most other subjects. Over half reported that they would like to continue Latin next year, but only one in five indicated that he would definitely not like to study Latin in the coming year.

The question about the length of the period (3) was designed to find out if pupils were left wanting more, or found the Latin lesson too long (and hence probably boring). The results indicated that nearly half felt that the Latin lesson seemed too short, compared with only 10% who found it to be too long.

Two questions asked pupils to indicate the course activity they liked best and least in the Latin program. By subtracting the number of "best" choices from the "least" choices, a clear-cut pattern emerged: pupils liked learning to understand and speak Latin the most, and liked learning new English words through Latin the least. These results are shown as item five on the table.

As noted on Table 3, over half of all respondents made comments that something should be changed. Casual perusal suggested, however, that careful tabulation of these changes was not warranted, as the most frequent responses were already reflected in the pupils' answers to the earlier questions.

Table 3. Pupil Questionnaire Responses (N=Approximately 522 Respondents)

Items and Responses	% Pupils
1. How much do you like Latin?	
More than most subjects.	37%
About as much as most subjects.	51%
I do <u>not</u> like Latin.	12%
	100%
2. Would you like to continue learning Latin next year?	
Yes	52%
No	29%
Maybe	19%
	100%
3. Check the one that shows what you think.	
Latin period is too short.	52%
Latin period is neither too long nor too short.	38%
Latin period seems too long.	10%
	100%
4. Is there anything that should be changed?	
No	56%
Yes	44%
	100%
	Difference
5. The difference between the number of pupils choosing activity as best liked and least liked (higher positive value more "like" choices, high negative value=dislike.	
Learning to understand and speak Latin	130*
Learning new English words through Latin	-150
Learning about the past	47

*Tallies do not sum to zero because some students indicated they liked everything, and did not indicate a "like the least" choice.

Cultural Information Test

The results of the testing of pupils with this instrument suggested that a high mastery of the cultural information had been incorporated into the program. The test was a criterion-referenced instrument designed so that pupils doing minimally passing work should be able to score 60% correct, and the overall mean should be 75% correct (without correction for guessing) if the program was functioning as planned. The test contained 17 items (excluding number 1 which was a sample). For this test, 60% was 10.2 items, 75% was 12.75 items. As can be seen in Table 4, the mean score obtained was virtally identical to that suggested as the expected mean. Using the "passing" criterion, 410 (88%) of the 467 pupils passed this exam.

Item analysis revealed that half of the test items (numbers , 6, 7, 8, 9, 10, 11, and 12 on the sample exam in Appendix V) were easy: 80% or more of the pupils answered each correctly.

Among the more difficult items was Question 3, which asked pupils to complete a sentence about the Founding Fathers of the United States. The difficulty index (portion of pupils getting answer correct) was .58, ø was .39, showing a tendency for better pupils to get the correct answer. The correct answer -- "Modeled our government on that of the Roman Republic" was chosen by a majority of pupils, but many chose "Knew no Latin at all," an incorrect response.

Question 4 proved difficult for about 30% of the pupils (Difficulty index = .70, ø = .25). This question asked what Romans ate for breakfast. While well over half the pupils picked the correct answer -- bread dipped in wine and salt -- many chose "Fish."

Question 5 also proved difficult for one-third of the pupils (Difficulty index = .63, ø = .18). It asked who required Roman boys to go to school. The correct response was their parents, but many pupils thought it was the government.

Question 12 asked pupils to place Latin and four derivative languages on the "language tree." To succeed, the pupils had to place Latin at the root. It proved difficult for about a quarter of the pupils (Difficulty index = .76, ø = .29). There was no clear-cut pattern in the incorrect responses.

The last five items are subparts of Question 13. They concern a map, in which the pupil had to locate Roma, Italia, Africa, Carthago, and Europa. These items all behaved as a group with similar difficulty indexes (between .47 and .61) and similar correlations with total test score (ø was between .49 and .62). Examination of the tests suggests that many pupils either knew all of these items or guessed at all of them, thus explaining their relatively high correlation with overall performance on the culture test.

Checking with the program coordinator indicated that counting the map question as five responses weighs knowledge of ancient world geography more heavily on the test than it is weighted in the course. It is suggested that the map question be treated as a single item, scored "all correct" or incorrect if the test is to be used again. Counting these items as one would probably increase the pupils scores relative to the 75% criterion.

Table 4. Performance of Pupils on the Cultural Information Test

Mean expected by test planners	12.75
Mean obtained	12.79
Standard deviation obtained	2.80
No. of items (maximum possible score)	17
No. of pupils tested (21 classes)	467
Minimum "passing" score (60%)	10.2 items
Percent of pupils passing (10 or more correct)	88%.

Frequency distribution of number of items correct, reproduced from the QUICKSCORE program output.

D I S T R I B U T I O N O F S C O R E S

SCORE FREQ.

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 1 (  0)
 2 (  0)
 3 (  1) *
 4 (  2) **
 5 (  1) *
 6 (  2) **
 7 (  8) ********
 8 ( 22) **********  **********
 9 ( 21) ********** ********** *
10 ( 42) ********** ********** ********** ********** ********** *
11 ( 57) ********** ********** ********** ********** ********** ********** ********** *
12 ( 58) ********** ********** ********** ********** ********** ********** ********** *
13 ( 50) ********** ********** ********** ********** ********** ********** **********
14 ( 53) ********** ********** ********** ********** ********** ********** ********** *
15 ( 55) ********** ********** ********** ********** ********** ********** ********** *
16 ( 52) ********** ********** ********** ********** ********** ********** ********** *
17 ( 43) ********** ********** ********** ********** ********** ********** *********
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Word Power Game

The word power game was a criterion-referenced test, again designed to have an expected mean of 75% and a minimum passing score of 60%, with no correction for guessing. As the test included 20 items excluding the sample, the minimum passing score was 12 items correct, and the anticipated mean was 15 items. Results for the testing of 499 children in 21 classes are shown in Table 5. The pupils averaged 1.33 items higher than the criterion predicted by the test planners. This would be equivalent to a score of 82% correct. Ninety-two percent of the pupils equaled or exceeded the minimum passing score.

Item analysis indicated that 14 test questions were completed correctly by about 80% or more of the pupils (numbers 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 16, 18, 19, and 21 on the sample test in the Appendix. All but a few (which were answered correctly by virtually all pupils) correlated well with overall scores. The correlation coefficients range from 0.45 to 0.06.

Question 12 was one of the more difficult items (Difficulty index= 0.69, ø=.34). It asked pupils to match the word "Ardent" with a picture of flame. Two-thirds of the pupils not getting the item correct picked the picture of the pyramid, the remainder choosing a picture of a boy.

Question 14 also proved somewhat difficult (Difficulty index=.74, ø=0.38). It asked pupils to match Quadruped with pictures of a three-legged stool, a man, and the correct answer, a cat. There was no trend among the incorrect choices.

Question 17 (Difficulty=.50,ø=.30) proved to be the most difficult on the test. It asked pupils to choose among "Auditorium," "Aqueduct," and "Quadrilateral," when shown a picture of an aqueduct. Of the incorrect answers, Quadrilateral was picked most frequently. This may, in part, be due to the fact that the drawing of the aqueduct shows four arches.

The last item on the test which posed difficulty for pupils was number 20, which asked pupils to choose among "Audio," "Feline," "Trio," and "Canine" when shown a picture of a cat (Difficulty index=.71,ø=.49). The most common incorrect response was "Canine," suggesting that the problem may be in part due to ambiguity in the illustration.

It is interesting that these difficult items are not randomly distributed across the test, but come from parts testing more complex skills. Question 12 and Question 14 both come from the set six items designed to assess whether pupils could infer the meaning of a word by finding its Latin root and affixes. The last two difficult items (Questions 17 and 20) are part of the five test items where pupils must read (rather than hear and see) English words derived from Latin. The combination of the need for the higher-order skills and contents of items may be contributing to the relatively greater difficulty of these items for many pupils.

Oral Latin Test

Because of the high expense of administering an oral test, the number of pupils observed with this instrument is fewer than that of the preceding instruments. However, the design, random selection of five pupils within each of eight randomly selected first-year Latin classes, was an attempt to obtain as typical a sample of first-year pupils as possible.

Table 5. Pupil Performance on the Word Power Game.

Mean expected by test planners	15.00
Mean obtained	16.33
Standard deviation obtained	3.14
Number of items (maximum possible score)	20
Number of pupils tested (21 classess)	499
Minimum passing score	12
Percent of pupils passing (12 or more correct)	92%

Frequency Distribution of Scores, from QUICKSCORE output.

DISTRIBUTION OF SCORES

SCORE FREQ.

```
 1 (  1) *
 2 (  1) *
 3 (  0)
 4 (  0)
 5 (  1) *
 6 (  0)
 7 (  2) **
 8 (  1) *
 9 (  7) *******
10 ( 13) *************
11 ( 15) ***************
12 ( 32) ********************************
13 ( 30) ******************************
14 ( 20) ********************
15 ( 37) *************************************
16 ( 47) ***********************************************
17 ( 65) *****************************************************************
18 ( 78) ********************************************************************************
19 ( 90) **********************************************************************************************
20 ( 59) ***********************************************************
```

Results for the 40 pupils of the sample on the brief 10-item oral Latin test are shown in Table 6. The mean score of the sample was 7.15, just a bit above the mean score anticipated when the oral Latin test was developed. These results suggest that overall pupil performance was very close to the levels expected by the program staff if all was functioning correctly.

As shown in Table 6, the various test items were not all equally difficult. Four items were clearly easy (1, 2, 9, and 10) with 90% to 100% of the sample giving a competent performance. Other questions were of intermediate range except two. Question 6 asked Where is the bread? The correct response (in Latin) being "On the table." The illustration shows a table with "Roman" bread on it, which does not look like bread in use in the United States. Question 8 asked pupils whether the picture being shown was a cat (it was). Only 40% of the pupils succeeded in getting this item correct. Examination of the course of study indicated that this material was introduced toward the end of the first-year course. The low level of performance therefore, indicate that some classes had not reached this part of the curriculum by the May testing period.

Iowa Vocabulary Subtest

Pupil performance on the Iowa Vocabulary subtest was examined to answer the question: Did the Latin program influence pupil performance on the Vocabulary section of the Iowa Tests of Basic Skills? The performance of samples of five pupils from each of seven fifth and sixth grade classes beginning Latin classes on the Iowa V (Vocabulary) subtest was compared with that of matched pupils who had no Latin. Results are shown in Table 7. As mentioned in the "method" section of this paper, analysis was carried out on school-sample means. The table shows that fifth-grade FLES Latin pupils were functioning about on grade level (sixth month of the fifth grade) whereas control pupils were functioning one year below grade level. This difference is strong enough to be significant at $p < .05$, suggesting that it is unlikely that these results were chance phenomena.

Discussion and Conclusions

The data presented in this study have been displayed in detail so that information for program improvement will be at hand. In this section the major findings will be integrated and some broad conclusions will be drawn.

The first major conclusion which can be drawn is that the FLES Latin program is liked by the great majority of the members of the school community (principals, teachers, pupils, and parents) which it involves. A central question raised by some professionals and parents was whether Latin is a good approach to building English vocabulary. The responses of the pupils indicated that it is. The pupils' strong gains on the Iowa Vocabulary subtest attested to the program's effectiveness. The ratings by the pupils of the relative like and dislike of FLES Latin activities (which showed learning to speak Latin was liked best, learning new English words was liked least) suggest that direct attempts to teach English vocabulary might not be as effective as embedding English vocabulary in the context of the Latin program.

The second major conclusion is that the program was effective in that at the end of the year pupils had achieved anticipated levels on all three criterion-referenced tests (culture, word power, and oral Latin).

TABLE 6

Results of Oral Latin Test

Mean Score Expected by Test Author	Mean Score Obtained From Sample	Standard Deviation Obtained	No. Items (Maximum Possible Score)	No. Pupils Tested (Samples of 8 Classes)	Minimum Passing Score	Percent of Pupils Passing
7.00	7.15	1.99	10.00	40	6.00	88%

Items	Percent Pupils Correct
1. Responds to "Salve!"	98
2. Quid est nomen tuum?	90
3. Ubi est Roma? (Show map)	68
4. Quid agit Marcus? (Show "sitting" cue picture)	62
5. Quid agit Marcus? (Show "eating" cue picture)	75
6. Ubi est panis? (Show "bread on table" cue picture)	32
7. Quid est? (Show "fish" cue picture)	60
8. Estne felis? (Show "cat" cue picture)	40
9. Quis est? (Show picture of Marcus)	93
10. Cantemus carmen "Audit Roma."	100

TABLE 7

Analysis of Variance: 1971 Iowa Test V (Vocabulary) subtests.
FLES Latin pupils, with controls matched on 1970 V subtest

	FLES Latin (Experimental)	No FLES Latin (Control)
Mean Grade-Equivalent Score	5.6	4.6

Source of Variance	Sum of Squares	Mean Square	df	F	p
Between School Pairs	2910.36		7		
Within School Pairs	758.27		8		
Program	354.47	354.47	1	6.1	<.05
Error	403.80	57.7	7		

The third major conclusion is that there is evidence to support program effectiveness in attaining goals systematically studied in this paper:

. Iowa vocabulary test data showed that the program is effective in building English vocabulary. The word power game data suggested that specific content of the program had been mastered.

. The culture test data showed that children's cultural horizons were broadened through acquisition of information and concepts about classical civilization. Carry-over to the home reported by parents suggests that this broadening is something more than rote acquisition of facts.

. The oral Latin test suggested that at least oral control of the Latin language had been acquired at the level anticipated by the curriculum planners.

. The enthusiasm of the children reported by adult respondents and the clear-cut desire of many pupils to continue studying Latin suggests that FLES Latin has been effective in generating interest in the Classical Humanities.

Since word-attack skills and vocabulary are related to reading skills, the positive findings of this study suggest that a further study be undertaken to determine the effect of the FLES Latin program on the English reading performance of pupils.

APPENDIX I - PRINCIPALS' QUESTIONNAIRE

DIVISION OF FOREIGN LANGUAGES, INSTRUCTIONAL SERVICES
SCHOOL DISTRICT OF PHILADELPHIA

PRINCIPAL'S EVALUATION FORM ON THE ELEMENTARY SCHOOL (FLES) LATIN PROGRAM

Name of school _____

Location of school _____

We would appreciate your answering this questionnaire basing your answers on your experience with the fifth and sixth grade (FLES) Latin program currently operating in your school.

1. Do you believe that the elementary (FLES) Latin program operating in your school has been generally successful? Yes_____ No_____

   If you wish, please feel free to comment on your answer._____

   _____

   _____

   _____

2. Do you believe that this program has expanded the English vocabulary of the children through Latin roots? Yes_____ No_____

   Comments, if any:_____

   _____

   _____

3. Do you believe that this program has broadened the cultural horizons of the children through the comparison of the past and present? Yes_____ No_____

   Comments, if any:_____

   _____

   _____

4. Do the instructional materials used in this program seem to interest the children? Yes_____ No_____

   Comments, if any:_____

   _____

   _____

5. Do the pupils in your school seem to enjoy this program? Yes_____ No_____

Comments, if any:_____

_____

6. Have you had any favorable feedback on this program from teachers in your school? Yes_____ No_____

Comments, if any:_____

_____

_____

7. Have you had any favorable feedback on this program from the parents of the children who participate in it? Yes_____ No_____

Comments, if any:_____

_____

_____

8. Do you believe that this program should be continued? Yes_____ No_____

Comments, if any:_____

_____

_____

9. Do you believe this program should be made available to more 5th and 6th grade pupils in your school? Yes_____ No_____

Comments, if any:_____

_____

_____

10. Do you believe this program should be made available to all 5th and 6th grade pupils in your school? Yes_____ No_____

Comments, if any:_____

_____

_____

Please feel free to add any other comments that you may have on this program. (use back of this page)

Signature_____

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APPENDIX II - COOPERATING TEACHERS EVALUATION FORM

DIVISION OF FOREIGN LANGUAGES, INSTRUCTIONAL SERVICES
SCHOOL DISTRICT OF PHILADELPHIA

COOPERATING TEACHER'S EVALUATION FORM ON THE ELEMENTARY SCHOOL (FLES) LATIN PROGRAM

Name of school_____

Location of school_____

We would appreciate your answering this questionnaire basing your answers on your experience with the elementary school (FLES) Latin program currently operating in your class.

1. Do you believe that the elementary (FLES) Latin program operating in your class has been generally successful? Yes_____ No_____

   If you wish, please feel free to comment on your answer._____

_____

_____

2. Do you believe that this program has expanded the English vocabulary of the children through Latin roots? Yes_____ No_____

   Comments, if any:_____

_____

_____

3. Do you believe that this program has broadened the cultural horizons of the children through the comparison of the past and present? Yes_____ No_____

   Comments, if any:_____

_____

_____

4. Do the instructional materials used in this program seem to interest the children? Yes_____ No_____

   Comments, if any:_____

_____

_____

97

5. Do the pupils in your class seem to enjoy this program? Yes_____ No_____

Comments, if any:_____

_____

_____

6. Have you had any favorable feedback on this program from other teachers in your school? Yes_____ No_____

Comments, if any:_____

_____

_____

7. Have you had any favorable feedback on this program from the parents of the children who participate in it? Yes_____ No_____

Comments, if any:_____

_____

_____

8. Do you believe that this program should be continued? Yes_____ No_____

Comments, if any:_____

_____

_____

9. Do you believe this program should be made available to more 5th and 6th grade pupils in your school? Yes_____ No_____

Comments, if any:_____

_____

_____

10. Do you believe this program should be made available to all 5th and 6th grade pupils in your school? Yes_____ No_____

Comments, if any:_____

_____

_____

Please feel free to add any other comments that you may have on this program on the back of this page. Thank you very much.

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Signature_____

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APPENDIX III - PUPIL QUESTIONNAIRE

DIVISION OF FOREIGN LANGUAGES, INSTRUCTIONAL SERVICES
SCHOOL DISTRICT OF PHILADELPHIA
Pupil Questionnaire

YOUR SCHOOL _____

YOUR GRADE _____

1. HOW MUCH DO YOU LIKE LATIN? (CHECK ONE ANSWER)

_____ I LIKE IT MORE THAN MOST OTHER SUBJECTS.

_____ I LIKE IT ABOUT AS MUCH AS MOST OTHER SUBJECTS.

_____ I DO NOT LIKE LATIN.

2. WOULD YOU LIKE TO CONTINUE LEARNING LATIN NEXT YEAR? (CHECK ONE ANSWER)

_____ YES

_____ MAYBE

_____ NO

3. CHECK THE ONE THAT SHOWS WHAT YOU THINK.

_____ LATIN PERIOD SEEMS TOO SHORT.

_____ LATIN PERIOD SEEMS TO BE NEITHER TOO LONG NOR TOO SHORT.

_____ LATIN PERIOD SEEMS TOO LONG.

4. HERE ARE SOME THINGS WE DO IN LATIN. CHECK THE THING YOU LIKE MOST.

_____ LEARNING TO UNDERSTAND AND SPEAK LATIN

_____ LEARNING NEW ENGLISH WORDS THROUGH LATIN

_____ LEARNING ABOUT THE PAST

5. NOW CHECK THE THING YOU LIKE THE LEAST.

_____ LEARNING TO UNDERSTAND AND SPEAK LATIN

_____ LEARNING NEW ENGLISH WORDS THROUGH LATIN

_____ LEARNING ABOUT THE PAST

6. IS THERE ANYTHING YOU THINK SHOULD BE CHANGED IN THE LATIN COURSE?

_____ NO

_____ YES. PLEASE WRITE DOWN WHAT SHOULD BE CHANGED. _____

(you may also write on the other side of this sheet)

APPENDIX IV - PARENTS' QUESTIONNAIRE

DIVISION OF FOREIGN LANGUAGES, INSTRUCTIONAL SERVICES
SCHOOL DISTRICT OF PHILADELPHIA

QUESTIONNAIRE ON THE ELEMENTARY SCHOOL (FLES) LATIN PROGRAM

1. What school does your child attend? _____

2. In what grade is your child? _____

3. Is your child a boy or a girl? _____

4. Does your child talk to you about his Latin class? _____ Yes _____ No
(check one)

5.(a) Does he ever mention learning new English words through Latin? _____ Yes
(check one)
_____ No

(b) Does he use such words in conversation? _____ Yes _____ No
(check one)

6. Does your child use Latin phrases at home? _____ Yes _____ No
(check one)

7. Does your child use Latin phrases in other places outside of school? _____ Yes
(check one)
_____ No

8. Does he ever talk about the world of the Romans and Greeks and how they influence us today?
_____ Yes _____ No
(check one)

9. Would you like your child to continue to study Latin next year? _____ Yes _____ No
(check one)

10. In the space below write down anything else you would like to say about the Latin program.

_____

_____

_____

_____

_____

_____

_____

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APPENDIX V - CULTURAL INFORMATION TEST

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DIVISION OF FOREIGN LANGUAGES, INSTRUCTIONAL SERVICES
SCHOOL DISTRICT OF PHILADELPHIA

CULTURAL INFORMATION TEST
(Maximum time 20 minutes)

Directions to the Teacher Administering the Test:

A. Distribute answer sheets to each pupil.
B. Explain to the pupils that they are going to have an opportunity to show how much they remember about what they have been discussing in Latin class.
C. Tell the pupils that you are going to read the question and the possible answers three times. The pupils should circle the letter of the answer they think is correct on their answer sheets.
D. After each question is read aloud, allow time for the pupils to circle the letters of their answers.
E. The teacher should do the first question with the class in order to be sure the pupils understand the directions.
F. Check quickly around the room to see that the pupils understand the directions and are circling the letter of the answer properly.

Sample Item: 1. How long ago did the ancient Romans live?

2. The Latin motto of the United States E pluribus unum appears on _____

3. The founding fathers of our nation - men like Washington, Franklin and Jefferson - _____

4. What did the Romans eat for breakfast?

5. Roman boys were required to go to school by _____

6. Well-dressed Roman gentlemen in ancient times wore a _____

Explain that in questions 7 through 12 the pupils will see a picture; they should indicate what each picture shows by circling the correct answer. The teacher should read all the choices alound for the pupils.

Explain that in questions 13-14, the pupils will see words in the right-hand column. These words should be written in the proper spaces on the language tree and on the map.

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ANSWER SHEET FOR PUPILS

QUESTION NUMBER

mple

1. A. 200 YEARS AGO
   (B.) 2000 YEARS AGO
   C. 5000 YEARS AGO
   D. 500 YEARS AGO

2. (A.) COINS AND PAPER MONEY
   B. THE SIDE OF POLICE CARS
   C. IN ALL GARDENS
   D. ON ALL STREET SIGNS

3. A. KNEW NO LATIN AT ALL
   B. LIVED IN ROME
   (C.) MODELED OUR GOVERNMENT ON THAT OF THE ROMAN REPUBLIC
   D. WERE EDUCATED IN GREECE

4. A. BACON AND EGGS
   B. FISH
   (C.) BREAD DIPPED IN WINE AND SALT
   D. ICE CREAM

5. A. THE GOVERNMENT
   B. THEIR COUSINS
   C. ROMAN GIRLS
   (D.) THEIR PARENTS

35 .

QUESTION NUMBER

6. A. SUIT AND TIE

(B.) TOGA AND TUNIC

C. TROUSERS AND SWEAT SHIRTS

D. SWIMMING TRUNKS

7.

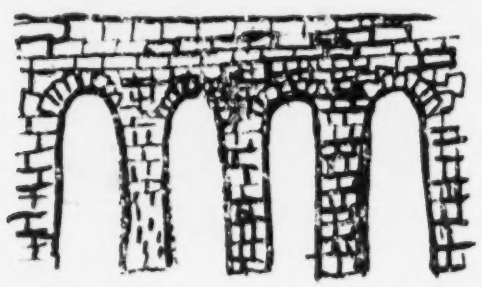
(A.) THE COLOSSEUM IN ROME

B. CAESAR'S LIBRARY

C. A ROMAN SHIP

D. A ROMANTIC RESTAURANT IN BROOKLYN

8.



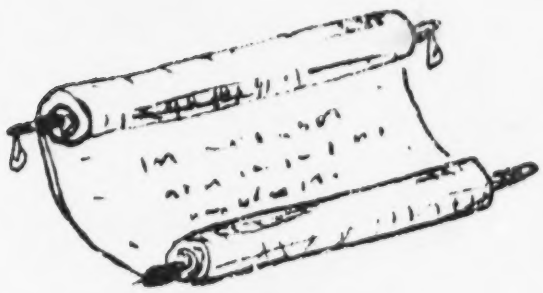
A. A THEATER

B. A NECKLACE

C. A SANDAL

(D.) AN AQUEDUCT

9.



A. A WAX TABLET

B. AN ANCIENT PARKING TICKET

(C.) A SCROLL

D. ROMAN MONEY

36

QUESTION NUMBER

10.

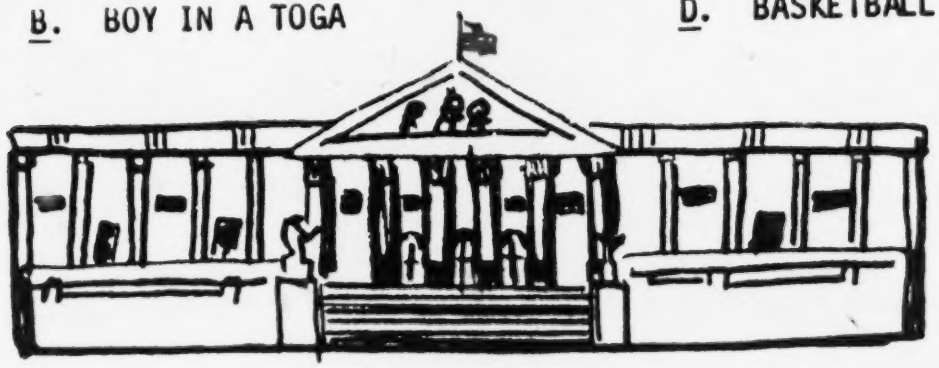
(A.) BOY IN A TUNICA

B. BOY IN A TOGA

C. GLADIATOR

D. BASKETBALL PLAYER

11.



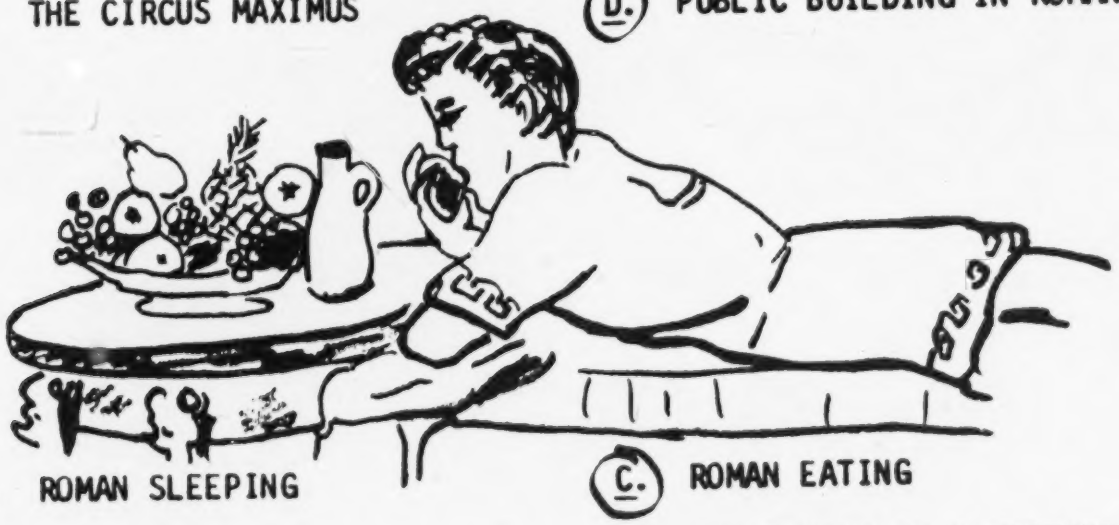
A. EMPIRE STATE BUILDING

B. THE CIRCUS MAXIMUS

C. A BAKERY AT POMPEII

(D.) PUBLIC BUILDING IN ROMAN STYLE

12.



A. ROMAN SLEEPING

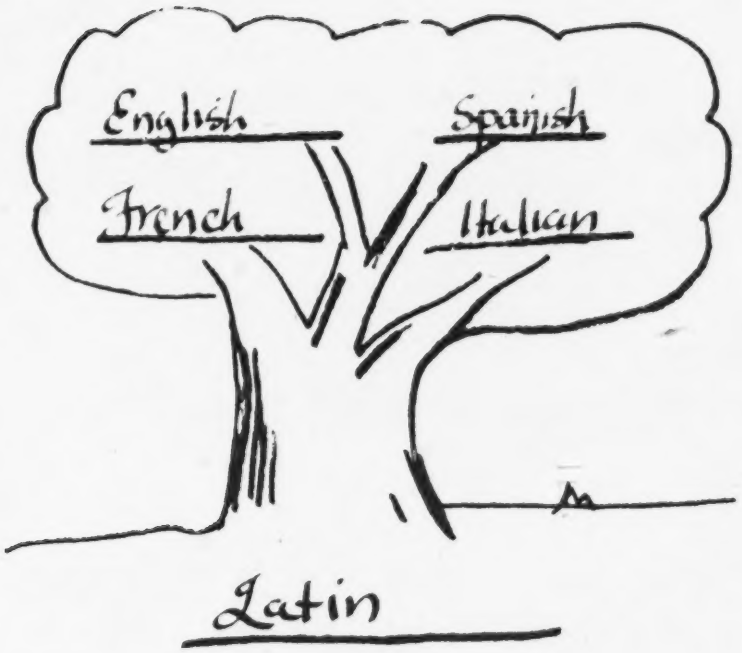
B. ROMAN DRESSING

(C.) ROMAN EATING

D. MAN EATING IN A RESTAURANT

QUESTION NUMBER

13.



ENGLISH

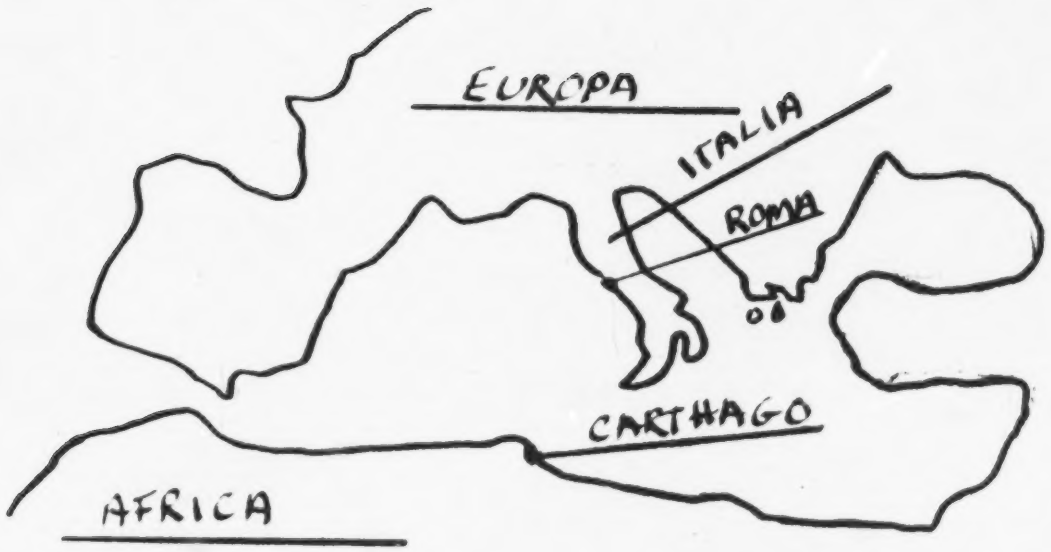
SPANISH

FRENCH

LATIN

ITALIAN

14.



ROMA

ITALIA

AFRICA

CARTHAGO

EUROPA

Prepared by
The School District of Philadelphia
Division of Research and Evaluation and the
Division of Foreign Languages, Instructional Services

-:-

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38.

APPENDIX VI - WORD POWER GAME

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DIVISION OF FOREIGN LANGUAGES, INSTRUCTIONAL SERVICES
SCHOOL DISTRICT OF PHILADELPHIA

WORD POWER GAME

Directions to the Administering Teacher:

Distribute answer sheets to each pupil. Explain to the pupils that they are going to play a word power game today. Read aloud each of the following questions and the answers three times. After each question is read aloud allow time for the pupils to circle the letters of their answers. In order to be sure that the pupils understand the directions have the class do the first question together. Examine the answer sheets of the pupils and explain how to circle an answer where necessary.

1. What is maternal love?

2. Which of the following items is edible?

3. Give an example of an aquatic sport.

4. Who would be likely to wear vestments?

5. To magnify something means_____

6. A villa is _____

7. Which of the following people has a sedentary job?

8. When we talk about the altitude of a mountain we are talking about_____

9. A canine lover is a lover of_____

10. A sextet is a _____

11 - 16. In this section we want the pupil to connect a new English word with a picture that suggests its Latin root. You will be reading each new English word 3 times while the pupils look at the word on the answer sheet. Then the pupil will circle the letter that goes with the picture that suggests the Latin root. Since these instructions are apt to be complex, we suggest the following wording:

"I am going to read some new words which you may never have heard before. Listen carefully to the words and look at them on your answer sheet. (Show location on the answer sheet). Each new word comes from a Latin word you have learned. Pick out the picture that reminds you of the Latin word, and circle the letter that goes with it."

17 - 21. Explain to the pupils that they will see pictures on their answer sheets for questions 17 through 21. They should pick out the name of the object in the picture and circle the proper letter. The teacher should not read the words aloud. As the pupils are working on this section, circulate around the classroom to see that they understand the directions.

WORD POWER GAME

ANSWER SHEET FOR PUPILS

1. A. THE LOVE OF A FATHER FOR HIS SON
   B. THE LOVE OF A MOTHER FOR HER CHILD
   C. THE LOVE OF ONE ELEPHANT FOR ANOTHER
   D. THE LOVE OF ONE CAT FOR ANOTHER

2. A. A TABLE
   B. BREAD
   C. AN AUTOMOBILE
   D. THE SKY

3. A. A FOOTBALL
   B. HORSEBACK RIDING
   C. SWIMMING
   D. DRAG RACING

4. A. A SWIMMER
   B. A DOG
   C. A TEACHER
   D. A PRIEST OR RABBI

5. A. TO MAKE IT LOOK BIGGER
   B. TO MAKE IT LOOK SMALLER
   C. TO MAKE IT LOOK DARKER
   D. TO MAKE IT LOOK LIGHTER

6. A. A ZOO

(B.) A COUNTRY HOUSE

C. A DOG

D. A TIN CAN

7. A. A RUNNER

B. A DEEP SEA DIVER

(C.) A BUS DRIVER

D. A HUNTER

8. A. ITS COLOR

B. ITS LOCATION

C. HOW WIDE IT IS

(D.) HOW HIGH IT IS

9. (A.) DOGS

B. CATS

C. FISH

D. SHEEP

10. A. A TEAM OF 5 BASKETBALL PLAYERS

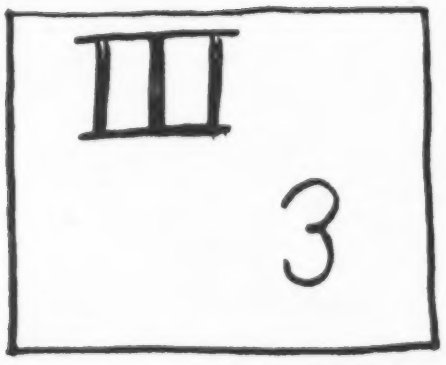
(B.) A GROUP OF 6 SINGERS

C. A GROUP OF 7 SINGERS

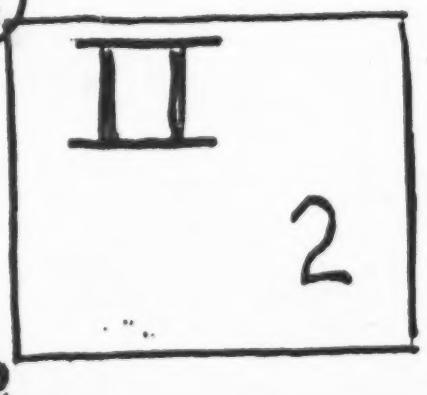
D. A TEAM OF 9 BASEBALL PLAYERS

11. DUPLEX

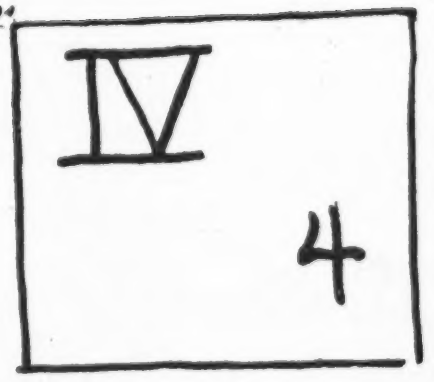
A.



(B.)



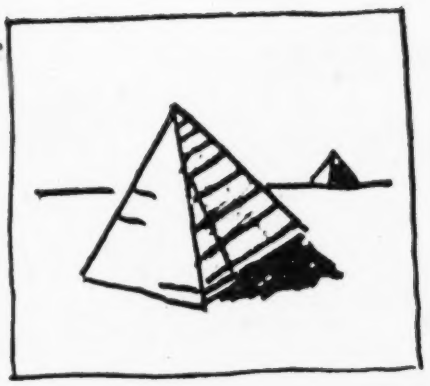
C.



12. ARDENT

A.

B.

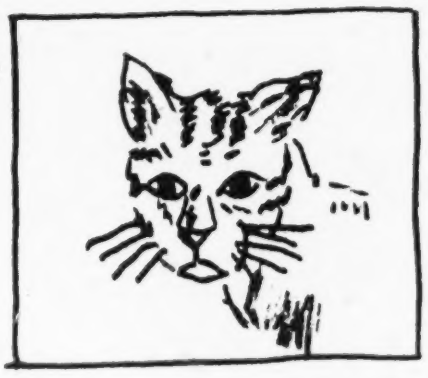


C.

13. AQUEOUS

A.

B.



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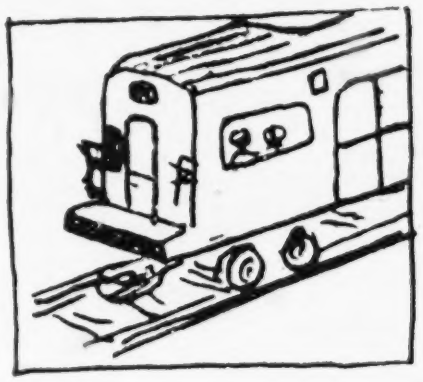
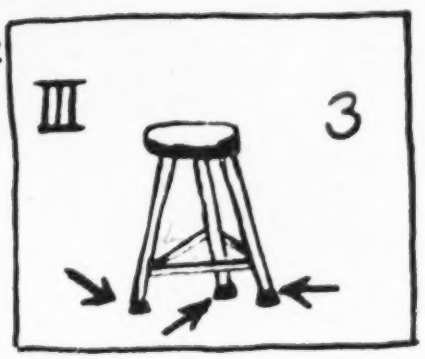


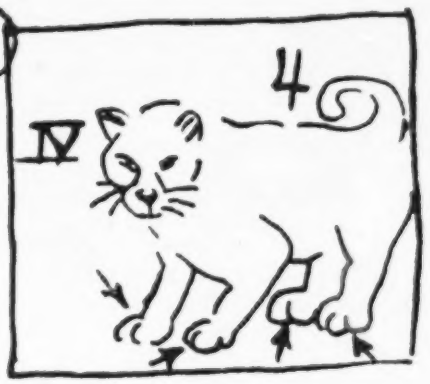
14. QUADRUPED

A.



B.

C.



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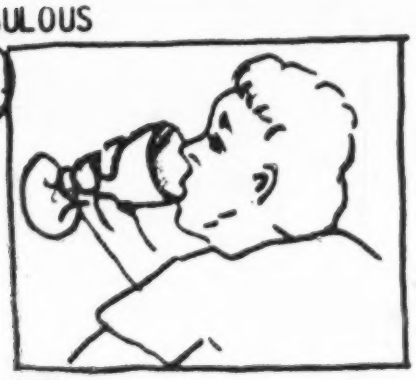

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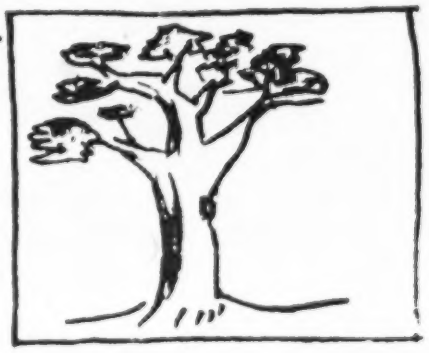
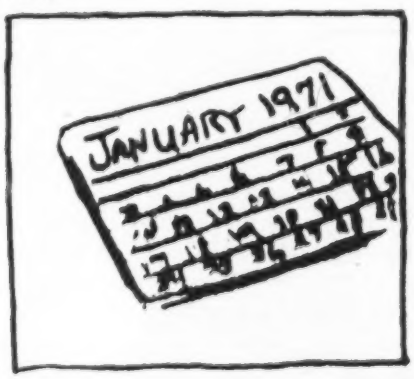


16. LAVABO

A.



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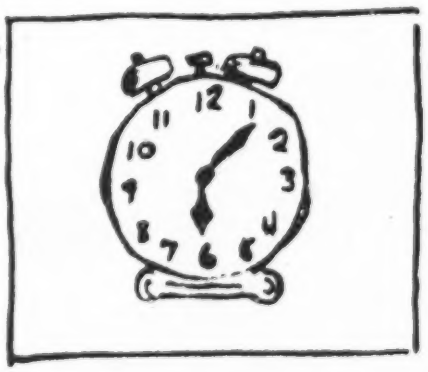
C.



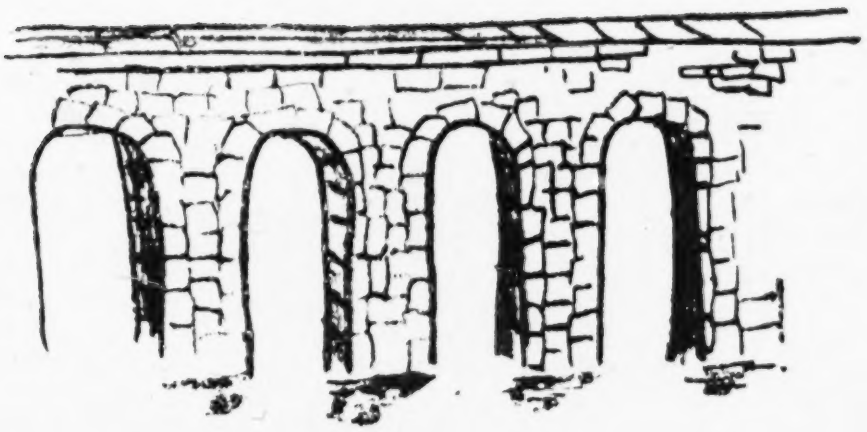
17.

A. AUDITORIUM

B. ALTITUDE

(C.) AQUEDUCT

D. QUADRILATERAL



18.

A. FUGITIVE

B. PORTABLE

C. VENDOR

(D.) AQUARIUM

19.

(A.) OCTOPUS

B. OCTET

C. UNIFICATION

D. UNICORN

20.

A. AUDIO

(B.) FELINE

C. TRIO

D. CANINE

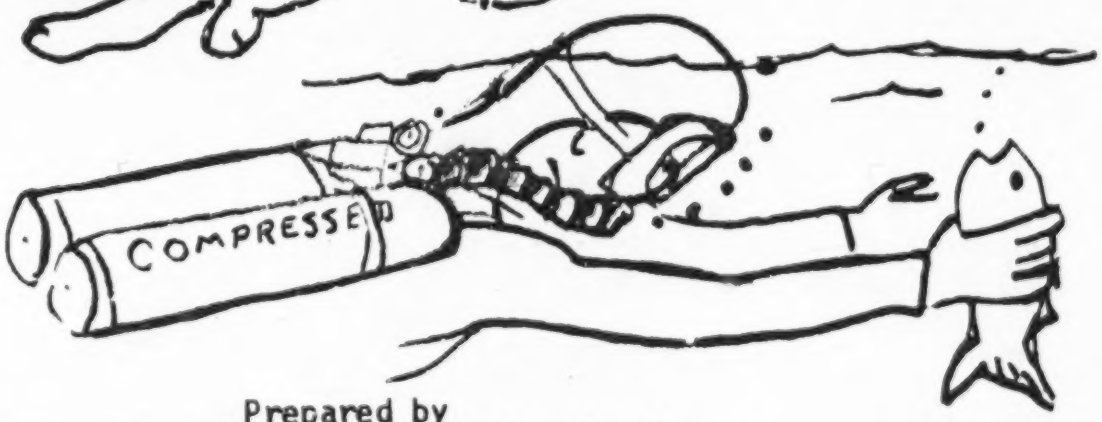
21.

A. DICTION

B. ATLAS

(C.) AQUALUNG

D. LEGIBLE



Prepared by
The School District of Philddelphia
Division of Research and Evaluation and the
Division of Foeeign Languages, Instructional Services

APPENDIX VII - ORAL LATIN TEST

45

THE SCHOOL DISTRICT OF PHILADELPHIA

INSTRUCTIONAL SERVICES

TEST ON ORAL SKILLS IN LATIN FOR FLES PUPILS

Directions to the Teacher Who is Administering the Test:

The Latin questions or expressions to be said by the teacher are underlined. The pupil's response may take the various forms indicated or any correct, meaningful form. Cues should be used as necessary. The teacher should decide immediately whether the pupil's answer is correct or incorrect. At the end of each test the teacher should write down the number of correct answers out of ten. Questions may be repeated up to three times.

1. Salve!
   Salve!

2. Quid est nomen tuum?
   Nomen meum est ____ / ____

3. Ubi est Roma?
   Roma est in Italia / In Italia.

4. Quid agit Marcus? (Use appropriate cue)
   Marcus sedet / sedet.

5. Quid agit Marcus? (Use appropriate cue)
   Marcus edit / edit.

6. Ubi est panis? (Use appropriate cue)
   Panis est in mensa / In mensa.

7. Quid est?
   Piscis est / Piscis.

8. Estne felis?
   Ita, Felis est / Ita / Felis est.

9. Quis est?
   Marcus est / Puer est / Marcus / Puer

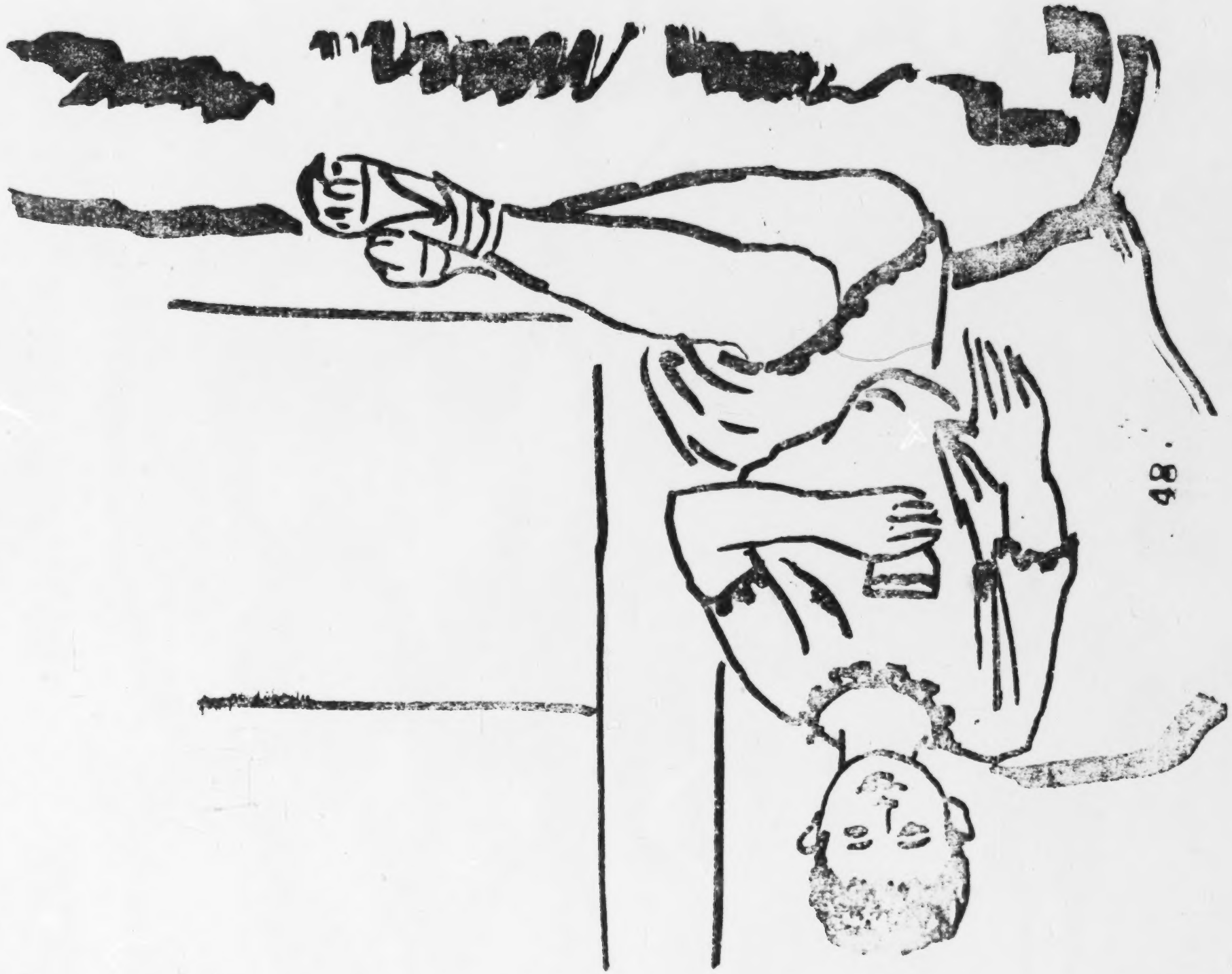
10. Canterus carmen "Ardet Roma"
    Ardet Roma, ardet Roma
    Aquam infunde, aquam infunde
    Flammae, flammae, flammae
    Flammae, flammae, flammae
    Ding, dong, ding. Ding, dong, ding.

May 3, 1971. . 46 .
rm/en

IMPERIUM
ROMANUM
Gallia
EUROPA
Hispania
Roma
Italia
ASIA
Graecia
Carthago
auritania
Libya
AFRICA
Aegyptus

47

#3



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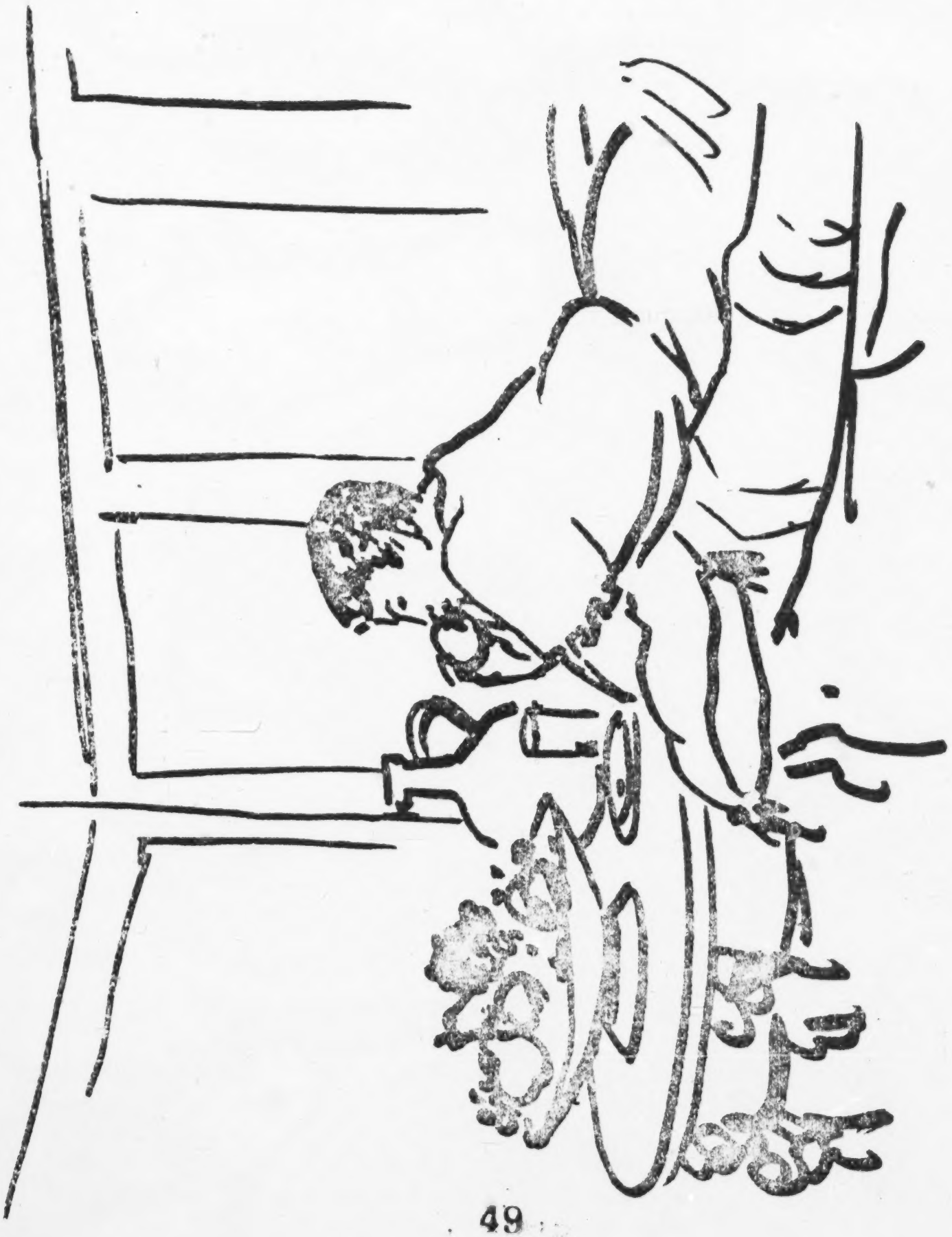

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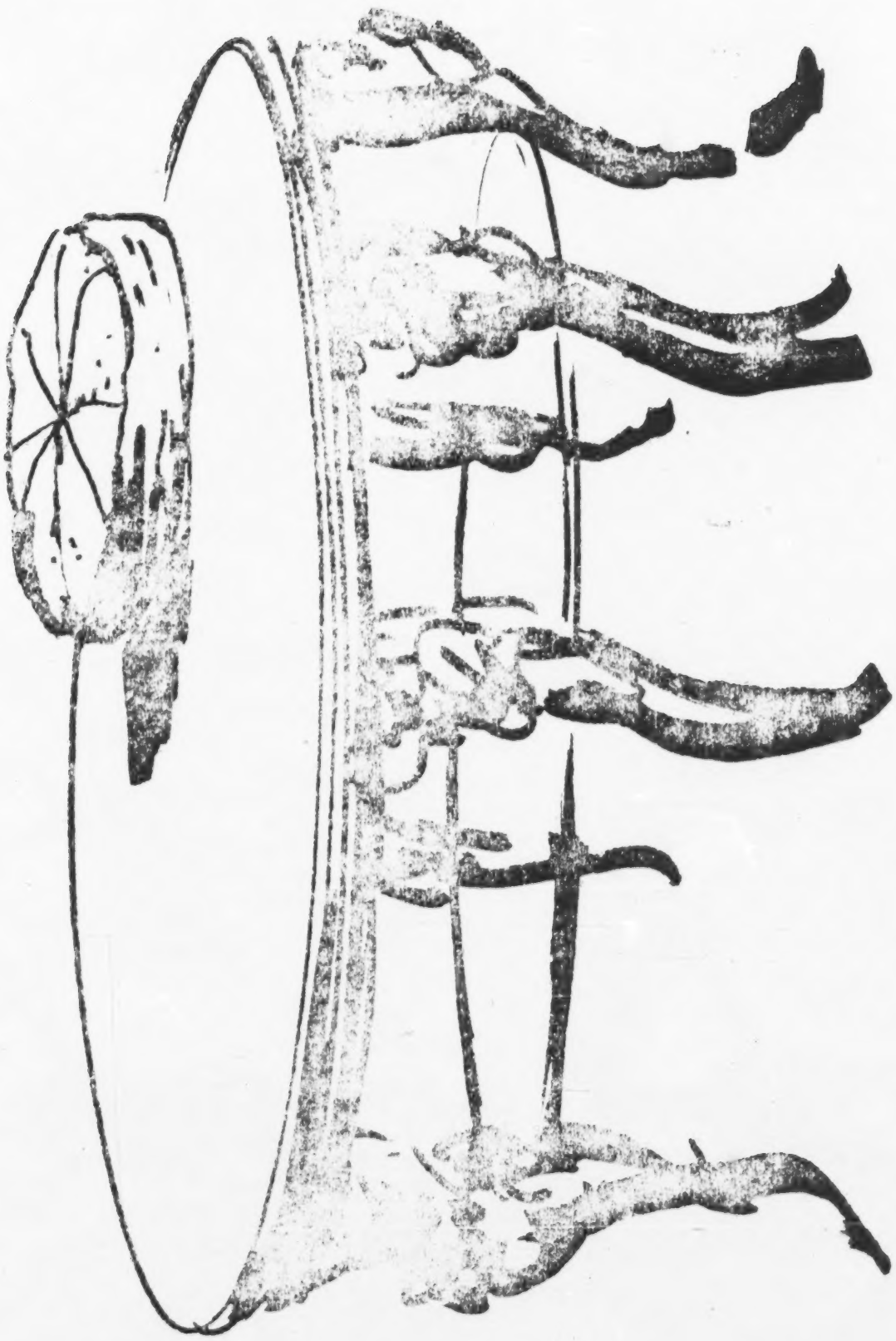

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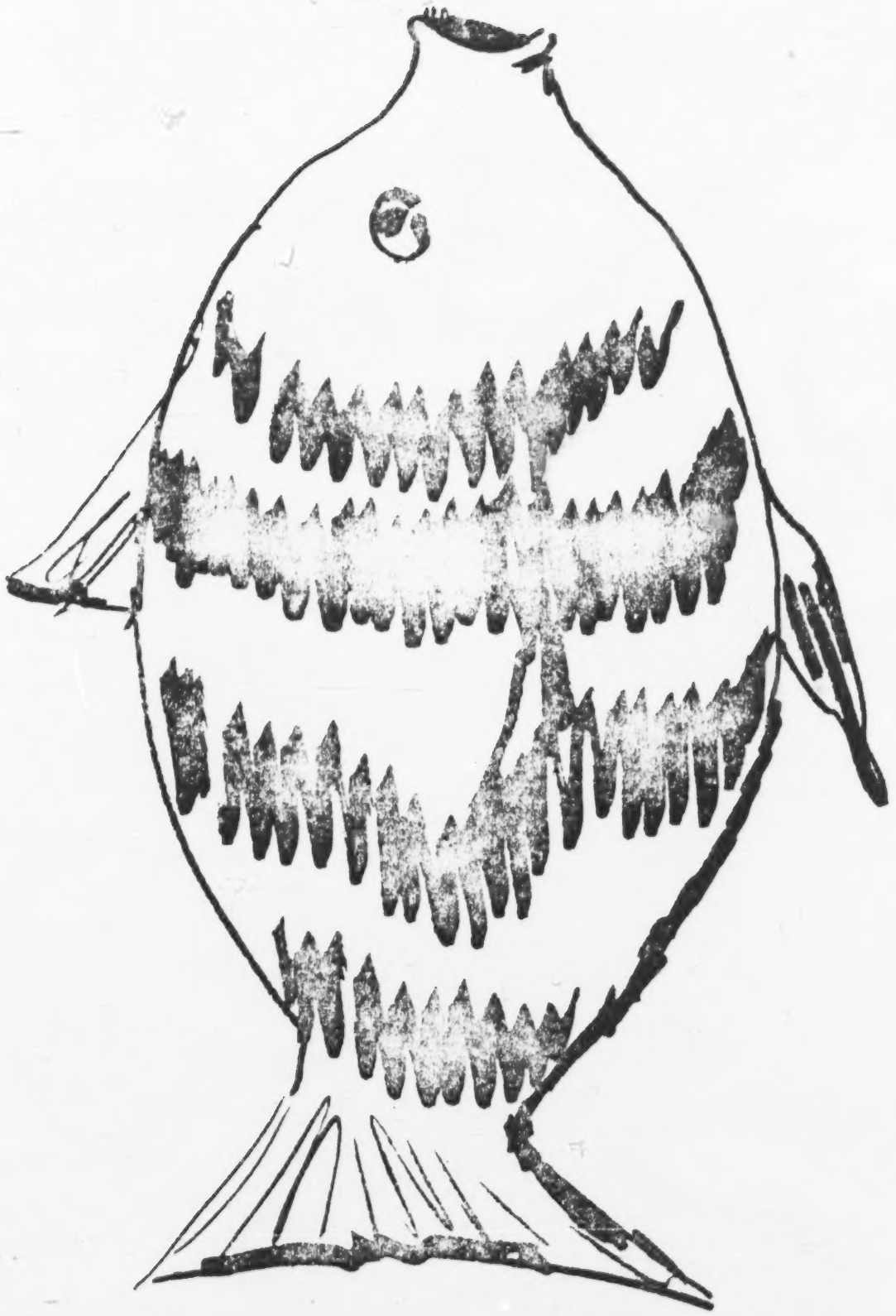

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#8

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#9